

CLIFDALE ELEMENTARY

451 Heritage Hills Drive
spartanburg, SC 29307

GRADES K-5 Elementary School

ENROLLMENT 336 Students

PRINCIPAL Dr. Robert E. Glenn 864-579-8010

SUPERINTENDENT Dr. James O. Ray 864-579-8000

BOARD CHAIR Eddie Dearybury 864-579-8000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	62	20	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

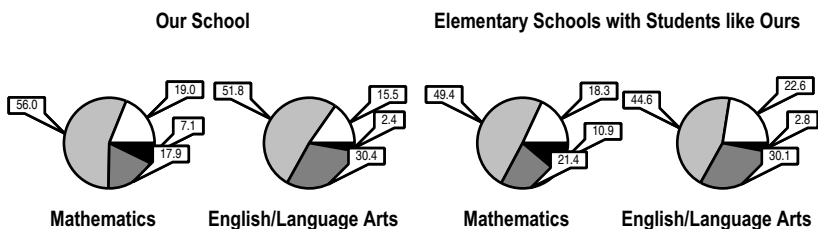
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Good	N/A
2003	Good	Below Average	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	25	40	37
Percent satisfied with learning environment	95.7%	89.7%	83.3%
Percent satisfied with social and physical environment	100.0%	80.0%	72.2%
Percent satisfied with home-school relations	88.0%	85.0%	83.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	177	100.0	15.5	51.8	30.4	2.4	32.7	17.6
Gender								
Male	92	100.0	17.0	53.4	28.4	1.1	29.5	17.6
Female	85	100.0	13.8	50.0	32.5	3.8	36.3	17.6
Racial/Ethnic Group								
White	154	100.0	15.6	49.7	32.0	2.7	34.7	17.6
African-American	16	100.0	N/A	78.6	21.4	N/A	21.4	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	146	100.0	11.5	48.9	36.7	2.9	39.6	17.6
Disabled	31	100.0	34.5	65.5	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	177	100.0	15.5	51.8	30.4	2.4	32.7	17.6
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	172	100.0	14.7	51.5	31.3	2.5	33.7	17.6
Socio-Economic Status								
Subsidized meals	89	100.0	21.3	66.3	12.5	N/A	12.5	17.6
Full-pay meals	88	100.0	10.2	38.6	46.6	4.5	51.1	17.6

Mathematics								
All students	177	100.0	19.0	56.0	17.9	7.1	25.0	15.5
Gender								
Male	92	100.0	19.3	58.0	13.6	9.1	22.7	15.5
Female	85	100.0	18.8	53.8	22.5	5.0	27.5	15.5
Racial/Ethnic Group								
White	154	100.0	18.4	55.1	19.0	7.5	26.5	15.5
African-American	16	100.0	28.6	64.3	N/A	7.1	7.1	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	146	100.0	7.2	62.6	21.6	8.6	30.2	15.5
Disabled	31	100.0	75.9	24.1	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	177	100.0	19.0	56.0	17.9	7.1	25.0	15.5
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	172	100.0	19.0	55.8	17.8	7.4	25.2	15.5
Socio-Economic Status								
Subsidized meals	89	100.0	21.3	63.8	13.8	1.3	15.0	15.5
Full-pay meals	88	100.0	17.0	48.9	21.6	12.5	34.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	63	N/A	12.7	34.9	46.0	6.3	52.4
	Grade 4	36	N/A	8.3	61.1	30.6	N/A	30.6
	Grade 5	62	N/A	9.7	59.7	27.4	3.2	30.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	61	100.0	11.7	50.0	35.0	3.3	38.3
	Grade 4	68	100.0	7.9	54.0	34.9	3.2	38.1
	Grade 5	48	100.0	31.1	51.1	17.8	N/A	17.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	63	N/A	22.2	55.6	19.0	3.2	22.2
	Grade 4	36	N/A	25.0	38.9	25.0	11.1	36.1
	Grade 5	62	N/A	14.5	50.0	21.0	14.5	35.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	61	100.0	15.0	63.3	16.7	5.0	21.7
	Grade 4	68	100.0	12.7	54.0	22.2	11.1	33.3
	Grade 5	48	100.0	33.3	48.9	13.3	4.4	17.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 336)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	5.5%	Up from 3.7%	3.0%	2.4%
Attendance rate	96.5%	Down from 96.8%	95.9%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	10.1%	Down from 16.7%	16.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	12.8%	Up from 10.8%	9.0%	8.0%
Older than usual for grade	1.2%	Up from 0.6%	0.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 27)				
Teachers with advanced degrees	66.7%	Down from 69.0%	49.0%	50.0%
Continuing contract teachers	96.3%	Up from 79.3%	87.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.4%	No change	87.9%	86.2%
Teacher attendance rate	96.9%	Up from 92.5%	95.2%	95.3%
Average teacher salary	\$44,947	Up 1.6%	\$39,790	\$39,909
Prof. development days/teacher	18.0 days	N/R	11.3 days	11.4 days

School				
Principal's years at school	14.0	Up from 13.0	4.0	4.0
Student-teacher ratio	18.7 to 1	Up from 15.3 to 1	19.2 to 1	18.9 to 1
Prime instructional time	92.8%	Up from 88.6%	89.8%	89.7%
Dollars spent per pupil*	\$7,455	Up 3.6%	\$5,837	\$5,892
Percent spent on teacher salaries*	62.9%	Up from 59.7%	65.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year was a productive one at Clifdale Elementary School. Students as well as teachers worked hard and performed well. There were several accomplishments.

Committed and enthusiastic teachers expect students to achieve their best. This is reflected by PACT data that demonstrates student achievement. Clifdale earned the Palmetto Silver Award, which is given to schools that demonstrate students are progressing in academic achievement at a favorable rate. Last year Clifdale had the highest language arts absolute rating in the district based on PACT data analysis and the second highest absolute rating in math. The percentage of students in grades three, four, and five scoring basic or above on the 2002 PACT ELA test increased to 90% from the last year. Also, the percentage of students scoring basic or above on the PACT math test increased from 75% to 80% over the last two years.

Teachers, staff, and students were also productive. Fourth grade teachers wrote and received a South Carolina Teacher Incentive Grant for \$5,000 to produce a Colonial Day for students. Two teachers successfully completed training for school administration through the Potential Administrator's Academy sponsored by the Spartanburg County superintendents. A first grade teacher was the first to become nationally board certified. Students read 27,523 books as part of the school's reading incentive program. Also, a Clifdale fifth grader earned best-in-district honors in the Lt Governor's Writing Awards competition. As a service to the community, students and staff members raised over \$12,000 for the March of Dimes, The American Cancer Society, and the Broome High School Scholarship Fund.

The PTO and School Improvement Councils were active last year as well. The PTO has thrown its support to the school Reading Challenge and Artist-in-Residence programs. The School Improvement Council supported the annual revision of the School Improvement Plan and approved the use of the Palmetto Silver Award.

At Clifdale Elementary School, education is a team effort, and we are glad that you are part of our team. You are invited to come and visit our school to see first hand how parent involvement, teacher dedication, and industrious students make a successful school.

Dr. Robert Glenn, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.